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ABSTRACT

This publication provides a framework for the development of global education teaching skills, K-12. There are seven major sections. Section I very briefly describes the contents of the publication. Section II examines the need for global education. Discussed are forces creating the global age, global issues, major trends in the international field, the neglected aspect of foreign affairs, lack of teacher education competencies, the need for internationalism in American education, and how American education must change. Section III, "What is Global Education?" presents various definitions and descriptions of global education. Section IV outlines attitudes, knowledge, and skills that can be taught through global education. The goals of education are the topic of Section V. How to establish a global education framework is discussed in section VI. Included is a discussion of dimensions of global leadership, organizing themes for social studies, a proposal for a nationally and internationally oriented curriculum, and global education goals. The concluding chapter discusses how to teach culture in the classroom. Included among the topics examined are cross-cultural approaches and skills, goals of cross-cultural education, and strategies and techniques for teaching about culture. (RM)

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DEVELOPING GLOBAL EDUCATION TEACHING SKILLS

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SO 014 158

February, 1982

SPI **Superintendent of Public Instruction**
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INTRODUCTION

As Washington state schools prepare students for the future there are two major changes occuring in our state which must be addressed: One is the dramatic increase in the number of citizens from other language and cultural groups; the other is the growing role that our state is playing in the nation's international trade and commerce. Both of these trends are expected to continue and perhaps accelerate in the future. As a consequence, our students will be expected, as adults, to make decisions and exercise actions which will have global implications. Additionally, the students will find themselves in increasing interaction with peoples from different backgrounds. It is appropriate then that our schools prepare them for these anticipations.

Because global education or teaching with global perspectives is purported to do this, the SPI is taking steps to introduce K-12 teachers to this new educational thrust.

The Office for Equity Education has been working closely with Larry Strickland of the Division of Professional and Instructional Services in preparing and implementing activities which will help teachers become more acquainted with global education.

This booklet, prepared by agency staff, is another phase in the SPI's total Global Education effort. We encourage you to review it and hope that you find it helpful in our continuing effort to provide quality education for all students in the state of Washington

For questions regarding this booklet or for further assistance, contact A. Barretto Ogilvie at (206) 753-2560 or SCAN 234-2560 or contact Larry Strickland at (206) 753-7389 or SCAN 234-7389.

Thank you.

Warren H. Burton, Director
Office for Equity Education

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This booklet was prepared by A. Barretto Ogilvie, Program Administrator in the Office for Equity Education, Office of the State Superintendent of Public Instruction, 7510 Armstrong St. S.W., Tumwater, Washington 98504 / (206)753-2560 or scan 234-2560.

I.
THE TEACHING OF GLOBAL EDUCATION SKILLS

THE TEACHING OF GLOBAL EDUCATION SKILLS

When training programs are developed to impart to teachers new teaching knowledge, attitudes and skills, it is essential that a framework be established. This framework provides for the teacher a starting point from which they can develop and mold their own approach consistent with the intent of the training. Additionally, it gives to them a sort of map to which they can compare and establish where their own skills, knowledge and attitudes are to determine how far or how much training they need to reach the established destination.

Developing global education skills is no different. However, with its newness still being fresh, it is appropriate to provide the framework for the development of global education teaching skills. This presentation is an initial attempt at doing this. It is a collection of excerpts which, when pulled together as it is here, hopes to provide the framework for developing global education teaching skills. The excerpts are grouped according to six major categories:

(1) The Need for Global Education
(2) What is Global Education/A Potpurri of Definitions
(3) Required Attitude, knowledge and Skills
(4) Goals of Global Education
(5) Establishing a Global Education Framework
(6) Teaching Culture in the Classroom

Teachers may review these and select which ones are appropriate for their training program. By no means are these exhaustive. As stated earlier they are an initial effort to establish the framework. The reader is encouraged to secure the full source of any cited in this presentation and review it in its entirety. However, the collection of material seems to be a convenient way of letting the trainer and/or teacher know that there is a full array of sources and materials available to facilitate their global education teaching effort.

II.
THE NEED FOR GLOBAL EDUCATION

FORCES CREATING THE GLOBAL AGE

(In 1979 Lee Anderson wrote an extensive work describing several forces bringing about the globalization of the human condition and history.)

1. The emergence and growth of global interdependence
2. The emergence and growth of a shared history or common fate.
3. The evolution of systems of global transportation and communication.
4. The emergence and development of global economy.
5. The development of a global political system.
6. The growth of global culture.

SOURCE: Lee Anderson, Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education (Bloomington, Ind.: Social Studies Development Center, 1979)

GLOBAL ISSUES

(These two authors have identified and selected a number of issues related to global concerns. They then present activities and resources for high school teachers to use to teach the students about these issues)

1. Global Awareness
2. World Trade and Economic Interdependence
3. Global Conflict and the Arms Race
4. Economic Development and Foreign Aid
5. Environment and Technology
6. Energy and Natural Resources
7. Human Rights at Home and Abroad

SOURCE: Kenneth A. Switzer and Paul T. Mulloy, Global Issues(Boulder, Colorado: Social Science Education Consortium, Inc., 1979).

MAJOR TRENDS IN THE INTERNATIONAL FIELD

The need for cross-cultural consultation is reflected in the multiplicity of crises in today's world.

1. World-wide growth of population
2. Continued economic and social imbalance
3. World food crisis
4. Increased interdependency between nations
5. Increased development of national pride
6. Increased tempo ~~of~~ the industrial revolution
7. Continuing evolution and revolution in the search for power and control in the nations of the world
8. Continuation of international stress
9. Growth of multinational corporations and organizations

SOURCE: Gordon L. Lippit and David S. Hoopes, Helping Across Cultures,(Washington, D.C.,: International Consultants Foundation, 1978), p.6-9.

THE NEGLECTED ASPECT OF FOREIGN AFFAIRS

America's educational and cultural relations with other countries are immense in scope and rapidly growing. They constitute a large part of our total commerce with other countries. In the long run, and in the not-so-long-run, they may have significance for the well-being of the United States, domestically, and for the course of international affairs, as do economic or political relations or the military balance of power.

SOURCE: Charles Frankel, The Neglected Aspect of Foreign Affairs(Washington, D.C.: The Brookings Institution, 1965), p. 133.

STRENGTH THROUGH WISDOM

...America's position in the world has changed radically over the last quarter century. Powerful competitiors challenge our military and economic position, while the revolution of rising expectations in the Third World exerts new pressures and makes new demands on us. Nuclear monopoly has given way to nuclear proliferation. The United States is no longer the only major center of scientific and technological progress. We confront a potent combination of social ideologies and national aspirations that have extensive consequences for America's domestic well-being.

The future will belong to nations that are wise as well as strong. This consideration underlines the absolute necessity to develop and maintain a first-class apparatus to enable Americans to cope with the changing world.

* * *

The President's Commission believes that our lack of foreign language competence diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete. Americans' unwillingness to learn foreign language is often viewed by others, not without cause, as arrogance. The melting-pot tradition that denigrates immigrants' maintenance of their skill to speak their native tongue still lingers, and this unfortunately causes linguistic minorities at home to be ignored as a potential asset.

* * *

The Commission's concern about the state of language study in the United States is readily illustrated by the following facts:

- o Only 15 per cent of American high school students now study a foreign language - down from 24 per cent in 1965. The decline continues.
- o Only one out of 20 high school students studies French, German, or Russian beyond the second year.
- o Only 8 per cent of American colleges and university now require a foreign language for admission, compared with 34 per cent in 1966.

* * *

Americans' scandalous incompetence in foreign languages also explains our dangerously inadequate understanding of world affairs. Our schools graduate a large majority of students whose knowledge and vision stops at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with astonishing misinformation. In a recently published study of school children's knowledge and perceptions of other nations and peoples, over 40 per cent of the 12th graders could not locate Egypt correctly, while over 20 per cent were equally ignorant about the whereabouts of France or China. At the college level, an American Council on Education Study reported that at most only 5 per cent of prospective teachers take any course relating to international affairs or foreign peoples and cultures as part of their professional preparation.

SOURCE: The President's Commission on Foreign Languages and International Studies, Strength Through Wisdom/A Critique of U.S. Capability(Washington, D.C., 1979), pp.5-6.

LACK OF TEACHER GLOBAL EDUCATION COMPETENCIES

(Ernest Boyer, Commissioner of the U.S. Office of Education, in an article cited data from a variety of sources)

1. Less than 1% of college students are enrolled in courses examining international issues.

2. College enrollment in foreign languages has decreaseed fully 30% in the last five years.

3. Fewer than 5% of teachers trained have taken intercultural courses in their work for certification.

SOURCE: Ernest L. Boyer, "The U.S.O.E. To Give a New Priority to Global Perspective Projects as a Part of General Education," Today's Education (November/December, 1978)

WHAT STUDENTS KNOW ABOUT THEIR WORLD

As a significant part of its Education and the World View project, the Council on Learning asked the Education Testing Service to develop and conduct a national assessment of what college students actually know and perceive about global relationships and to measure their comprehension of current global complexities. This ambitious student survey, funded by the Office(now Department) of Education and supported by the National Endowment for the Humanities, was conducted by ETC earlier this year. It is based upon a carefully chose representative sample of over 3,000 undergraduates across the country. Some 185 institutions of learning assisted.

Partial results for the 1,000 seniors are now ready. Following are some of the most significant findings:

- o Seniors acheived a mean score of 50.5 questions correct out of 101 on the test, showing a considerable lack of knowledge on topics felt important by the assessment committee.
- o Significant score differences occurred among seniors in different fields of study. History majors scored highest(59.3), while education majors - the teachers of tomorrow - scored lowest(39.8).

SOURCE: Thomas Barrows, John Clark, Stephen Klein, "What Students Know About Their World," Educating for the World View(New Rochelle, N.Y.: Change Magazine Press, c. 1980), p. 10.

AMERICAN EDCATION - LOOKING BACKWARDS

Presently, the social studies curriculum provides little in the way of future-oriented skills studies. Too much of what is called the social studies is really a history of the past. Although the assumption that the past is the basis of the future is well taken, the two areas are not really being dealth with as interconnected. According to H.G. Vonk, the state of the social studies is as follows:

> Back in the social studies classroom, pupils are being reacied for the crucial challenge via guided tours through the historical dustbin. The dead issues of the distant, cold past are marched in and out of the classroom like so many obedient soldiers...Thus public school social studies has an alarming resemblance to the kiki bird. The kiki bird, you will recall, used to fly backwards so he could find out where he had been.[1]

([1]H.G. Vonk, "Education and the 27-Year Countdown," Phi Delta Kappan 54(1973):514)

SOURCE: Samuel Brodbelt, "Education for An Interdependent Future," The Social Studies(January/February, 1979), p.13

INTERNATIONALISM: A NEED IN AMERICAN EDUCATION

A decade ago it did not seem possible that, short of declaring war, the action of any country or group of countries could affect the United States in so drastic a way as the oil embargo and present fuel crises. We see now it is possible. What we see could be only the beginning. The United States, Great Britain, Japan and much of Western Europe are economically interdependent and easch is this strongly affected by each other's actions. We see they are also affected by other countries which contral certain raw materials....

...We must change from emotion to reason, from nationalism to internationalism, from thoughts of ourselves and gas lines to our children and the world they will live in.

What can we as educators do about this need for thinking and acting internationally? We can internationalize our curriculum; we can internationalize the thinking and teaching of our staff and hopefully we can in time through the education process internationalize the students, our future leaders and certainly our future adult population....

We must internationalize the total curriculum. We must include international concerns in social studies, foreign language, English, math and science as well as many of the so-called minor areas, such as music and art.

SOURCE: Richard MacLeod, "Internationalizm: A Need in American Education," The Clearinghouse, Vol. 49, No. 4(December, 1975), p. 178-p.179.

WHAT ARE OUR OPTIONS?

Thus, while the signals from the world around us are relatively clear, what the future holds is certainly not. Faced with such a situation, what are our options? It would appear that we can choose from at least five.

Option 1

The situation facing the world is too complex, too disturbing, and too hopeless for young minds. Since there isn't much anyone can do to turn things around, we should let them enjoy their childhood. The dismal facts of the world's plight will become apparent to them all too soon.

Option 2

While the experts disagree concerning what the future holds, we should at least acquaint students with these various points of view, and let them draw their own conclusions. What is important is they realize the nature and substance of the debate which is in progress.

Option 3

In addition to making students aware of the debate concerning what the future holds, teachers should encourage students to take individual actions, such as supporting the move to smaller cars and families, lower thermostat settings, non-aerosol sprays, etc.

Option 4

Students should be made familiar with the debate over where the planet seems to be headed, but they must also be taught to realize that problems as vast and complex as those we face really rest in the hands of powerful agencies, such as national and international governments. There is no need deluding ourselves into believing that what one or two individuals do will make any difference in terms of the fate of the planet.

Option 5

This whole business is "much ado about nothing," The "oil crisis" is simply the market adjusting itself; technology is progressing at a rapid rate and, when the time comes, we will have developed new foods, new sources of energy, etc. History is full of dire predictions, most of which never came to pass. The "global dilemma" is a passing fad which will only distract us from the basic content and issues which should constitute the social studies.

SOURCE: Gerald W. Marker, "Global Education: An Urgent Claim on the Social Studies Curriculum," Social Education, Vol. 41, No. 1, January, 1977, pp.13-19

AMERICAN EDUCATION MUST CHANGE

To put the matter more directly: We live in a world that is increasingly anarchical, increasingly unpredictable, and increasingly a world not of American choosing or of America's imagination. We may now find ourselves at one of the greatest disjunctures of our national history. Event after event brings home the face that we understand each less and less and clamor more and more for simple answers. The role that education must play in the years ahead is inexorable and plain to see. The world has unalterably changed, and so must American education.

SOURCE: George W. Bonham, "Education and the World View," Educating for the World View(Change Magazine) prepared by the Council on Learning(New Rochelle, N.Y.: Change Magazine Press, c. 1980), p.3

III.

WHAT IS GLOBAL EDUCATION?

A POTPOURRI OF DEFINITIONS

Whenever any new educational theme, direction, thrust or program develops or surfaces a variey of definitions is given by its proponents. Global education is no exception. In response to the question of "What is global education?" here are several definitions(the term "global education" is used in reference to global awareness, global perspectives, internationalizing the curriculum and the like. For this reason quote marks are appropriately used in some of the following definitions.):

Lee Arderson in School and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education(1979) defined global education as

> *...efforts to bring about changes in the content, in the methods, and in the social context of education, in order to better prepare students for citizenship in the global age.(p.15)*

Donald N. Morris in "Global Education in Elementary Schools: Implications for Curriculum and Instruction," Social Education(January, 1977, p.38) views global education as

> *...education for responsible citizenship in an increasingly interdependent society.*

James M Becker and Lee Anderson in "Global Perspectives in the Social Studies," Journal of Research and Development in Education(Vol. 13, No. 2, 1980, p. 83)combine to articulate two key aspects of global education. They write

> *Global education is an effort educational systems in which children, youth, and adults come to do two things. On the one hand, students learn to perceive and understand the world as a single and complete global system; on the other, students learn to see themselves as participants in the world system and to understand the benefits and the costs, the rights and the responsibilities, inherent in such participation.*

David C. King, Margaret S. Branson and Larry E. Condon writing for Intercom (November, 1976), the magazine for the Center for Global Perspectives, suggest that global education could be viewed as teaching global perspectives. They claim that

> *Global perspectives are ways of looking at the world and our relationship to it. Intrinsic to such perspectives are: (1) an understanding of the earth and its inhabitants as*

parts of an interrelated network; (2) an awareness that there are alternatives facing individuals, nations, and the human species, and that choices made will shape our future world; and(3) an ability to recognize that others may have different perceptions and may prefer choices.(p.4)

Michael R. Simonson in "Global Awareness: A Curriculum Plan for World Study," National Association for Secondary School Principals Bulletin(October, 1977, p.75), equates global education with global awareness.

Global awareness is defined as the realization that the earth is a single system; it is the process of being open, sensitive, knolwedgeable and positive toward other cultures as well as toward one's own.

The Michigan Department of Education in its Guidelines for Global Education(1977,p.3) offer an expanded definition of global education. It defines global education as

...(a) life long growth in understanding, through study and participation of the world community and the interdependency of its people and systems - social, cultural, racial, economic, linguistic, technological and ecological. Global Education requires an understanding of the world as well as the acquisition of basic concepts and principles related to the world community.

Bernard Ludwig in "Adding A Global Dimension to the School Curriculum," National Association for Secondary School Principals Bulletin(May, 1977, p.121-127), views global education as responding to the realities of the present and recommends that students learn: (1) U.S.'s role in foreign relations and about the world around them; (2) about other parts of the world; (3) about the languages and cultures of the peoples of the world; and (4) the contributions and problems experienced by other peoples of the world.

Richard E. Gross, Rosemary Messick, June R. Chapin, and Jack Sutherland in Social Studies for Our Times(N.Y.: John Wiley and Sons, 1978, p. 345) in reviewing global and international education view global education as adding global perspectives to the curriculum Their view of "global education" is based on these perspectives.

...the global perspective stresses the increasing interdependence of nations, global hunger and poverty,population problems, worldwide pollution, nuclear warfare, and solutions.

Finally, the U.S. Commission of Education Task Force on Global Education (Report/ Washington, D.C., 1979, p.3) identify global education as

...an effort to equip all citizens with the variety of skills and the range of knowledge needed to cope with worldwide economic, scientific, political, and intercultural realities and opportunities.

DEFINITIONS AND DESCRIPTIONS OF GLOBAL EDUCATION

I. GLOBAL PERSPECTIVES EDUCATIONS GOALS AND SKILLS(CTIR, Univ. of Denver, 1980)

The working goals of global perspectives education emphasize the need for a holistic and a multidisciplinary approach.

A. These goals include:

1. A recognition of the complexity and interdependent nature of the world's political, economic, and social systems.
2. An understanding and appreciation of basic human commonalities and differences.
3. An awareness of how perceptions, values, and priorities differ among various individuals, groups and cultures.
4. A commitment to the development of skills that will enable individual to respond creatively to local, national, and international events and participate effectively at those levels. This includes proficiency in a second language.

B. Competencies and skills which are emphasized in global perspectives and essential to the acquisition of "functonal global literacy: include:

1. Proficiency in a second language.
2. Acquiring, analyzing and using information.
3. Decision-making skills.
4. Communication skills.
5. The ability to make judgements.
6. Participation and involvement skills.
7. Organizational skills.
8. Cooperation, mediation and conflict resolution skills.
9. The ability to represent and promote one's own interest and appreciate the interest of others.
10. The ability to exert influence and respond flexibly to different situations.
11. An appreciation of historical precedents and an awareness of future necessities.

II. EDUCATION FOR A GLOBAL PERSPECTIVE(R. Hanvey, An Attainable Global Perspective)

The daily life of each American citizen involves judgements, decisions, and actions which, however minor in themselves, in the aggregate affect not only their own lives, but the future of our democratic society and the economic and social fabric of our nation and that of the world. Similar decisions in other places affect us as a nation and as individuals.

Education for a global perspective is that learning which enhances the individual's aability to understand his or her condition in the community and the world and improves the ability to make effective judgements. It includes the study of nations, cultures, civilizations, including our own pluralistic society and the societies of other peoples, with a focus on understanding how these are all interconnected and how they change, and on the individual's responsibility in this process. It provides the individual with a realistic perspective on world issues, problems and prospects, and an awareness of the relationships between an individual's enlightened self-interest and the concerns of people elsewhere in the world.

SOURCE: Office of International Education, Pacific Luthern University, "Definitions and Descriptions of Global Education"(1980) - a one sheet handout prepared by Dr. Mordechai Rozanski

IV.

GLOBAL EDUCATION - REQUIRED ATTITUDE, KNOWLEDGE & SKILLS

Global Education - Attitude/Knowledge/Skills

Author(s)	ATTITUDE	KNOWLEDGE	SKILLS
Lee Anderson (1979)	Individuals need to begin in childhood and to expand in adolesence an understanding of the fact that the world is a singular complex system and that they are participants in the global system.	o study of humankind as a species of life among many o study of earth as the cosmic birthplace of humankind o study of the global order o study of ourselves as members of the human species	(1) competencies in perceiving one's involvement in a global society (2) competencies in making decisions (3) competencies in reaching judgements (4) competencies in exercising influence
David C. King, Margaret S. Branson and Larry E. Condon (1976)	Recognition that we live in a a globalcontext and must deal intelligently with the opportunities and problems that will surely exist.	Themes central to global perspectives: -conflict -change -interdependencce -communication	same as Anderson's above.
William P. Shaw (1973) (Kettering Foundation Report)	Worldminded ness	-Critical world issues -Diversity -Universal human conditions -Nature and importance of history in shaping contemporary societies	Skills in analyses
Samuel Brodbelt (1979)	We live in an interdependent world. The world we want tomorrow is not possible unless today's students learn how to select the best possible goals and objectives tomorrow.	Awareness of world problems: -decline of nationalism -overpopulation and food resources -ecological system and natural resources Interdependence	o Future-oriented skills (predict outcomes; select best; what to do; how to achieve)
Anna L. Rose Hawkes (1966)	Worldmindedness - international understanding;attitudesof cooperation, friendliness, and concern for others	Other cultures, customs, and traditions	
Richard MacLeod (1975)		Internationalize our curriculum Do not compare to U.S.	

Glo[illegible] Education - Attitude/Knowledge/Skills

Author(s)	ATTITUDE	KNOWLEDGE	SKILLS
Leonard S. Kenworthy (1956)		-Cultural diversity -Earth as home of man -Interdependence -World of poverty and plenty -Conflict and cooperation -Many forms of government	
Harold M. Long and Robert N. King (1956)	o Appreciation of different cultures o Respect for others o Sense of responsibility as to personal role and role of country in a world of nations	o Other peoples, why they live as they do o Problems and issues which tend to divide people	o Find information and test its authenticity and accurateness o Interpret and organize information and ideas o Listen and communicate with others of varying viewpoints o Probe beneath the surface and see the underlying motivations or causes of actions rather than surface explanations
Edith W. King (1971)	Worldmindedness - a generalized ability to see the world as a whole and hence to see one's own position in time and space from the perspective of the world system as a whole	Understanding of: -earth as one planet among many -mankind viewed as one species of life among many -international social system & how human values, e.g., wealth, health, power, safety, etc. are allocated	o Transcend ethnocentrism o Perceive commonalities o Experience multiple loyalties o Consume and process information o Cope with continuous change and diversity o Cope with the realities of the human condition
Michael R. Simonson (1977)	Global awareness - the realization that earth is a single system; it is the process of being open, sensitive, knowledgeable, and positive toward other cultures as well as towards one's own	Based on K-12 curriculum format: -global consciousness / the world and its interdependency -global specialization / specific cultures, countries -global understanding / processes, activities	

Global Education - Attitude/Knowledge/Skills

Author(s)	ATTITUDE	KNOWLEDGE	SKILLS
Michigan State Department of Education (1977)	Develop a personal value and behavior system based on global perspective	o Understand various aspects of the world - geographic, cultural, racial, linguistic, economic, political, historical, artistic, scientific and religious o Understand problems and potential problems that have global implications o Explore solutions for global problems	o Develop a practical way of life based on global perspectives o Plan for alternative futures o Participate responsibly in an interdependent world
Howard D. Mehlinger et. al. (c.1979)	Americans need to develop a species view, a humankind of global perspective	o Area studies o Planet-wide concerns o Global-local concerns	
Dorothy J. Skeel, Delores Dudley, & Charles L. Mitsakos (1980)	o All peoples in the world have many needs in common o Individuals practice different customs and possess a different values system but be effective citizens within their culture and live in an interdependent world o Problems facing the world such food, poverty, pollution, overpopulation, ecc. require cooperative endeavours by all peoples of the world o The world is becoming increasingly interdependent and the action of one affects others	o Concepts: -interdependence -cultural universals/diversity -ethnicity -self-worth -environment -land use -regions -goods -overpopulation -scarcity -conflict o Crucial Issues/Problems: -overpopulation -land use -food supply/scarcity -energy -distribution of wealth and resources	

Glo[redacted] Education - Attitude/Knowledge/Skills

Author(s)	ATTITUDE	KNOWLEDGE	SKILLS
U.S. Commissioner of Education Task Force on Global Education (1979)	Individual to understand his/her condition in the community of the world	o Study of nations, cultures and peoples o How these are interconnected o How they nations change o Know what individual responsibility is in this process	

V.
THE GOALS OF GLOBAL EDUCATION

SOME CHARACTERISTICS OF A MATURE INTERNATIONAL PERSON

The late Donald Tewksbury, professor of international education at Teachers College, Columbia University, drafted the following statement for his students around 1948. Do you think that all or most of it would still apply? Here are his comments:

1. One who has deep, active, and successful roots in one's own culture.
2. One who has examined objectively the strengths and weaknesses of his own culture.
3. One who is eager to consider seriously what other peoples think of his culture.
4. One who is not too sensitive about criticisms of his own culture.
5. One who is able in traveling, to identify with other peoples and to listen and learn from them.
6. One who is not afflicted with a "plumbing complex" toward people in technologically underdeveloped countries.
7. One who has experienced and passed beyond the state of "cultural shock" in relation to culture which differ sharply from his own.
8. One who has personal and friendly relations with a number of persons from other countries on a long-term basis.
9. One who has international friends in one's own specialized profession or occupation.
10. One with whom persons from other countries can be frank and in whom they may have confidence.
11. One who can discuss other cultures without bringing in name-calling, stereotyping, and extreme categorization.
12. One who has found "multiple securities" in many countries as well as primary security in one's own country.
13. One who is actively concerned with promoting the exchange of contributions between one's own and other countries.
14. One who is able to discuss the Soviet Union and Communist China calmly.
15. One who is thoroughly familiar with and actively supports the United Nations and its specialized agencies.
16. One who is an activie member of at least one of the thousand private international organizations at work in the world.
17. One who has examined his own motivations for being international-minded, and also the nature of his internationalism.
18. One who has an elementary familiarity with the family of languages and sees his own language as one member of this family.
19. One who does not wish to make over other peoples and cultures in his own image.
20. One who can for the moment become another person and enter empathetically into the thoughts and feelings of other people.
21. One who finds it natural and satisfying to live as a member of the "family of man" because he has experienced the common bonds that unite people of different cultures.

SOURCE: Leonard S. Kenworthy, The International Dimension of Eduation(Washington, D.C.: Association for Supervision and Curriculum Development, 1970), p.22-23

THE UNIVERSAL PERSON

To begin with, the universal man is a man and like all men he functions at two different levels: the descriptive and the practical. These levels are equally parts of any ordinary problem-solving activity, but they can most easily be defined as getting the facts or describing the situation(descriptive) and doing something with those facts or about the situation(practical).

In the descriptive order the universal man or the man of universal culture first attempts to adopt a viewpoint which permits him to see the general, common, or universal facts about all men. He seeks to describe the facts of the situation rather than prescribe what, if anything, ought to be done about them.

* * *

He notices next that the people are distributed unequally over the face of the earth in ways that are strangely diverse....He sees further that these three billion people have placed themselves together in groups of various sizes so that, for example, some are tribal, some are nomadic, some live on farms, some live in hamlets, villages, cities and suburbs. Some groupsings of people have come together to form samll, medium or large-size countries. He observes that these groupings have some things in common by which they are recognized as groups: language, land, customs, law, means of production and distribution of goods, arts and crafts, religion and philosophy.

At the same time that he becomes aware of the vast differences, he observes that not only do the groups have much in common but also that so do the groups. Biologically, the people are basically the same and have the same needs, althought there are accidental differences of color, size, and physiognomy. Intellectually they function in much the same way, communication with one another, and sharing ideas and feelings, althrough there are different degrees of intelligence and differing ways of using it among the groups. Psychologically they all appear to have the same basic fears, hopes, desires and loves, and insecurities. Socially they have much the same kind of basic relationships with their fellow human beings and each person both contributes to, and shares in, the work and life of the group. Economically, the groups are in vastly different stages of development and modernization, and some of the largest groups - in India, China, and Africa, for example - are among the least technologically developed on every economic index. Spiritually they all seem to ask the same fundamental questions about origins, ultimate reality, and purpose, although the answers to these questions vary considerably from group to group.

* * *

At the descriptive level, the universal man is not content to look just at the facts, however general or specific they may be. He wants, as well, to get at the reasons and causes behind the facts and to understand them. He asks not only what the facts are but also why the facts are as they are. For example, the universal man realizes it is not sufficient to know that the people of different cultures start from different premises as they begin to construct their systems of thinking and believing; it is only when he knows by they start from different premises that he will begin to understand both the premises themselves and the pattern of logic that connects the premises and the conclusions.

SOURCE: John E. Walsh, Intercultural Education in the Community of Man (Honolulu: The University Press of Hawaii, 1973), pp.31 - 34

GLOBALIZING THE CONTENT OF EDUCATION

From		Toward
A Euro/North American-centric Perspective	---->	A Global Perspective
A Region-centric Perspective	---->	A Global Perspective
A Group-centric Perspective	---->	A Global Perspective
A State-centric Perspective	---->	A Global Perspective
An Anthro-centric Perspective	---->	A Global Perspective
A Past-centric Perspective	---->	A Global Perspective
An Information-centric Perspective	---->	A Global Perspective
A Spectator-centric Perspective	---->	A Global Perspective

METHODS OF EDUCATION

Moving		Toward
Methods that cast students in passive roles	---->	Methods that cast students in active roles
Methods that transmit vague abstractions	---->	Methods that engage students in concrete learning
Methods that treat the larger world as removed from the personal experiences of students	---->	Methods that link study of the larger world to students' personal experiences

SOCIAL CONTEXT OF EDUCATION

From		Toward
A Mono-national Context	---->	A Multinational Context
A Mono-cultural Context	---->	A Multicultural Context
A School-bounded Context	---->	A Community-involving Context

SOURCE: Lee Anderson, Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education (Boulder, Colorado: Social Studies Development Center, Indiana University, 1979), p.426-7.

CITIZENS COMPETENCIES IN A GLOBAL AGE

1. Competencies in Perceiving One's Involvement in a Global Society.
2. Competencies in Making Decisions.
3. Competencies in Reaching Judgements
4. Competencies in Exercising Influence.

For a thorough discussion on each of these competencies, see source.

SOURCE: Lee Anderson, Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education(Boulder, Colorado: Social Studies Development Center, Indiana University, 1979), pp.340-367.

THE GLOBALLY-MINDED TEACHER

1. The globally-minded teacher should have a positive self-image.

2. The globally-minded teacher has a world-view and is appreciative of other cultures.

3. The globally-minded teacher confronts a constatly changing world through the process of scientific inquiry.

4. The globally-minded teacher is well-informed.

5. The globally-minded teacher is strongly rooted in his/her own cultural heritage.

6. The globally-minded teacher is an active participant in society.

SOURCE: John J. Cogan, "Global Education in Elementary Schools: Teacher Education," Social Education(January, 1977), pp.46-47.

CRITICAL INFORMATION PROCESSING SKILLS

1. Understand the use, limitations, and liabilities of the whole range of media

2. "Read" public statements of governments, official denials, announcements from official sources and public relations messages.

3. Detect typical biases in the media.

4. Recognize the cultural context which helps explain human behavior.

5. Piece together fragmentary information from different sources in order to arrive at a plausible explanation of an international affairs issue or event.

6. Perceive the process of news gathering and distribution, including the way in which certain biases are built into the process.

SOURCE: Richard C. Remy et. al., International Learning and International Education in a Global Age(National Council for the Social Studies Bullentin No. 17, 1975, p. 72)

VI.

ESTABLISHING A GLOBAL EDUCATION FRAMEWORK

GLOBAL AWARENESS IN THE SCHOOL CURRICULUM

Grade Level	Awareness Level	Curriculum Activities	Technique/Activity Media/Used
K 1 2 3 4 5	Global Consciousness (A knowledge that there is something out there, the world)	o Study of Man-Characteristics and differences o Study of Local Society/ Community o Study of One or Two "Different Societies" o Introduction of the Idea of "Interdependence	o "Activity Materials o Culture Kit o Display o Dramatization/Role Playing o Model o Field Trip
6 7 8 9	Global Specialization (Study of specific land, peoples)	o Study of Gross Groupings of Cultures /Socities o Chronological Study of History o Study of Nation States o Study of Examples of "Interdependence	o "Hands-on-Materials o Film o Culture Kit o Slides o Videotape o Audiotape o Display o Transparency
10 11 12	Global Understanding (Study of the basic similarities and differences of people, their inter-relationships, problems, and possible solutions; a realization of global interdependenc)	o Cross-national Studies, such as Anthropology, Economics, Sociology o Study of the Possible Benefits of Interdependence o Evaluation of the Outcome of Various Society Activities	o All Forms of Media applicable o Stress on Use of Student-Produced Materials o Interactive Instructional Materials are Best

SOURCE: Michael R. Simonson, "Global Awareness: A Curriculum Plan for World Study," NASSP Bulletin, V. 61, No.411(October, 1977), p.78

GLOBAL EDUCATION - FUTURE ORIENTATION LEARNING

In selecting the best possible future for the United States and the world, Americans must first acknowledge that the two are interdependent, as was brought home vividly by the recent Arab oil embargo. In this context, youth must be taught not only to recognize the possibilities for the future, but how each individual must act in relation to those possibilities in order to make the best possible future a reality. The world we want tomorrow is not possible unless today's students learn how to select the best possible goals and objectives for tomorrow. (p.12)

* * *

In dealing with the future there are several essential ideas that should be the basis of developing the theme of interdependence. First, students must be brought to an awareness of the continuing pattern of change in their lives and how they are dependent upon so many others for food, clothing, shelter, medical care, pease, and justice. Second, a social studies curriculum must deal with more than the information realm. To merely read about the problems of population, war, poverty, pollution, exploitation of natural resources, and global interdependence is insufficient until that information is dealth with in the context of values and the decision-making process. Third, the social studies curriculum must be presented on the basis of alternatives and choices for the future. (p. 14)

SOURCE: Samuel Brodbelt, "Education for an Interdependent Future," The Social Studies(January/February, 1979), p. 12, p. 14, respectively

FOUR GLOBAL LEADERSHIP DIMENSIONS

(The three authors attempt in this article to focus their attention on the global dimension of leadership. They raise our attention to four dimensions to which educators must direct their attention as they seek to define the global context of citizenship education for America's third century. They quote Abraham M. Sirkin do discuss four key dimensions)

1. THAT WE ARE NO LONGER SUFFICIENT UNTO OURSELVES. We are learning that our present state of interdependence is not merely the dependence of others on us (Whic is easy to take), but has in it a hard core of U.S. reliance on the outside world; decisions and developments that deeply affect our lives may take place, as has already happened, far from our own shores.

2. THAT WE CANNOT WIN 'EM ALL. We are still strong but we are not invincible. Besides being capable of losing Olympic games and withdrawing in exasperation from small wars, the dollar is most often not the strongest currency on the London and Zurich and Hong Kong exchanges. Our influence in world affairs remains enormous but it has declined somewhat from the halcyon days of World War II and its immediate aftermat when we did not have to accomodate our policies to anyone outside the Communist bloc.

3. THAT WE WILL HAVE TO COOPERATE WITH OTHERS TO ATTAIN COMMON OBJECTIVES. In major United States actions which affect other nations, we can no longer afford the luxury of acting unilaterally or consulting casually. Increasingly, as in the Law of the Sea Conference dealing, among other things, with mineral resources on the ocean floor, we hav have to yield some of our independent freedom of action in order to achieve our own goals, which will have to mesh with those of our planetary neighbors.

4. THAT WE CANNOT REMAIN FOREVER A RICH ISLAND IN A SEA OF POVERTY. Leaders of less-developed nations are beginning to insist on what they consider international social-justice as a matter of right rather than charity. They are more interested in improved terms of trade than in further development aid programs of the "trickle-down" vareity. We, along with the other industrialized nations are not likely to accept any substantial leveling down process, but in our own interest we will need to make a major contribution to an effective leveling-up program. The continually growing gap between rich and poor nations is already becoming the centerpiece of multilaterial policies.

(Abraham M. Sirkin, "Living with Interdependence The Decades Ahead in America," Interdependence Series, No. 2(Princeton, New Jersey: Aspect Institute for Humanistic Studies, Program in International Affairs, 1975), p. 16)

SOURCE: Norman Abramowitz , Andrew J. Leighton and Stephen Viederman, Improving the Human Condition/A Curricular Response to Critical Realities, ed. James John Jelinked(Washington, D.C.: Association for Supervision and Curriculum Development, 1978), p. 131

CHILDREN AND THE WORLD
METROPOLITAN WASHINGTON, D.C. SCHOOL DISTRICTS

(A Global Education Curriculum Project for the Elementary School/ Sponsored by the National Association of Elementary School Principals)

It was expected that any student within the project would arrive at these generalizations:

(1) All peoples in the world have many needs in common.
(2) Individuals may practice different customs and possess a different value system but be effective citizens within their culture and live in an interdependent world.
(3) Problems facing the world such as food, poverty, pollution, overpopulation, etc., require cooperative endeavours by all peoples of the world.
(4) The world is becoming increasingly interdependent and the actions of one part of the world or one country may affect all other parts or countries.

Also, certain social science concepts which are essential to the development of a global perspective were identified. These concepts would be emphasized at all levels within the schools:

1. interdependence
2. cultural universals
3. cultural diversity
4. ethnicity
5. self-worth
6. environment
7. land use
8. region
9. goods
10. overpopulation
11. scarcity
12. conflict

The crucial issues/problems which face the world and will require cooperative endeavors to successfully solve them were identified and would be addressed as part of the project.

1. overpopulation
2. land use
3. food supply/food scarcity
4. energy
5. distribution of wealth and resources

Also, certain areas of the world are recognized as requiring special focus. These areas will be studied by most of the schools.

1. India
2. Mexico(Latin America)
3. Japan
4. Ghana(Africa)
5. Middle East
6. Netherlands(Europe)

SOURCE: Dorothy J. Skeel, Delores Dudley and Charles L. Mitsakos, Children and the World/A Global Education Curriculum Project for the Elementary School (Final Report of the Project Available from National Elementary School Principals/ 1980) Presented at the National Council for Social Studies, New Orleans, 1980, p. 5-6.

ORGANIZING THEMES FOR SOCIAL STUDIES (GLOBAL EDUCATION INCLUDED)

ORGANIZING THEMES

The state Social Studies Curriculum Committee has developed fifteen organizing themes to help define the scope of social studies learning in grades K - 12 and to construct a basic framework for future school and county curriculum development. These organizing themes contain and point to key concepts and are to be an integral part of the entire program.

1. There are different styles of living among the people of their world. Culture groups reflect differences because of their past histories and present circumstances.

2. Members of society develop institutions and reward systems. The whole, made up of these institutions and their rules, is called culture.

3. Differences and similarities of man(or between men) make our culture unique. Provision for the recognition and understanding of these are important to a functioning democratic society.

4. Man attempts to classify and periodicize his present and past. Cause and effect relationships are important tools he uses for understanding his history.

5. Contact between cultures or the introduction of new ideas or material goods within a culture often results in the modification of knowledge, attitudes, and skills of a people. Such changes cause conflict within the individual and the society. Compromise, innovation or cooperation can mitigate this conflict.

6. Man plays a role in many groups. He is offered rewards for adhering to positive values and punishment for negative values. This system of rules may be institutionalized(law, religion, family) and passed on to the young(socialization, education) and to newly aspiring groups.

7. All societies have developed, in different degrees of elaboration, special political institutions for providing for their continuity and for insuring that their members do conform to its ways of meeting needs. These political institutions use the ultimate threat of force to inspire conformity.

8. In democratic socieities the decision making process within the political institution rests with the participating citizen. Each citizen decision maker is limited in the exercise of power by responsibility to the larger group. The constructive citizen must be informed, think critically and to participate actively in various decision making functions.

9. Democratic societies encourage the development of responsibility by the individual toward his society. This includes insistence on the basic freedoms such as speech, free press and religion, the maintenance of a climate of inquiry and cooperation and an interest in the formulation of national goals and policies.

10. In a complex, highly specialized, pluralistic society, values change and may conflict. This creates moral and ethical dilemmas for individuals.

11. Communication is basic to man's interaction with individuals and groups. To aid him in this process he devices and uses symbols.

12. All people are faced with the problem of unlimited wants and limited resources. Because of this, the level of economic productivity depends upon the utilization and conservation of both natural and human resources, and the interrelationships of the factors of production and the institutionalized decisions of that society as to (a) what is produced, (b) by whom it is produced, (c) for whom it is produced and (d) in what amount it is produced.

13. The peoples of the world are interdependent. Specialization increases man's dependence upon other men.

14. Man's environment and his perception of it undergo change to which man must accomodate himself. Concepts of time and space and of relevant time spans and space distances are shaped by culture, by group association and by the level of intellectual and social maturation. The interation of these factors determines man's adaptation to and modification of his environment.

15. Man, over and above his relationship to other men and to his land, searches to understand the unknown.

SOURCE: Social Understandings:Illustrative Models K-3 Social Studies Education
Bureau of Learning Systems, West Virginia Department of Education

CROSS CULTURAL TRAINING FOR CHILDREN

(The authors speaks about central concerns when children move to another country)

The majority of children's needs and concerns usually fall into four main areas:

(1) factual information about the child's life in the "new" country and about that country in general
(2) conceptual learning
(3) skill awareness and development
(4) emotion exploration

* * *

Objectives of the training:

I. ...to help each child gain a realistic understanding of the new environment in order to know how to successfully deal with the needs of day-to-day life.

II. ...to help the children understand the concept of culture and differing perceptions and to accept those aspects of the new culture which may seem odd or unusual by U.S. standards.

III. ...to help the children become aware of and confident in using the skills they already possess for making contact with others and for adopting to new situations as well as to develop new skills.

IV. ...to provide emotional exploration and support.

A PROPOSAL FOR A NATIONALLY AND INTERNATIONALLY ORIENTED CURRICULUM

Year in School / Year In School	Basic Theme / Basic Theme	Application Locally & to Nation in Which School Is Located	Application to Other Parts of the World
1.	Individuals and Families Locally and in Other Parts of the Nation	X	
2.	Individuals and Families in Selected Parts of the Rest of the World		X
3.	The Local Community and Communities in Other Parts of the Nation	X	
4.	Communities in Selected Parts of the Rest of the World		X
5.	The Nation in Which the School Is Located: Emphasizing the Contemporary Scene	X	
6.	Selected Nations in Other Parts of the World: Emphasizing the Contemporary Scene		X
7.	History and Problems of the Nation in Which the School is Located	X	
8.		X	
9.	A Two-Year Study of the Eight Major Cultural Areas of the World		X
10.			X
11.	The Nation In Which the School Is Located and Contemporary Problems of the International Community	X	
12.			

Source: Leonard S. Kenworthy, The International Dimension of Education (Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1970), p. 48.

MICHIGAN STATE
GUIDELINES FOR GLOBAL EDUCATION
GOALS

Global education in a school system will equip the student with an understanding and an awareness of global interdependence by providing encouragement and opportunity to:

A. Acquire a basic knowledge of various aspects of the world; geographic, cultural, racial, lingusitic, economic, political, historical, artistic, scientific and religious.

B. Develop a personal value and behavior system based on a global perspective, particularly at it relates to aspects listed above.

C. Understand problems and potential problems that have global implications.

D. Explore solutions for global problems.

E. Develop a practical way of life based on global perspectives.

F. Plan for alternative futures.

G. Participate responsibly in an interdependent world.

In order to accomplish these goals, a school system should provide both cognitive and affective experiences such as:

A. A sequential study of world geography.
B. A sequential study of at least one foreign language.
C. A sequential study involving the basic concepts of history, economics, politics, anthropology, science and the arts.
D. A study of various social, political, and economic systems from a non-ethnocentric standpoint.
E. A study of the operation of our international labor and business networks.
F. A study of the internacional communication and travel networks.
G. A study of the causes and effects of pollution.
H. A study of the uses and abuses of energy.
I. A study of the global implications of natural disasters.
J. Encounters with artistic expressions of other cultural groups.
K. Involvement in scientific studies from a global perspective.
L. Awareness of instances of the denial of human rights.
M. Exposure to different religions.
N. Awareness of the causes and solutions of domestic and world hunger.
O. Awareness of world health problems.
P. Resolution strategies for resolving personal, intergroup and international conflicts.
Q. Cultural activities of different racial and ethnic groups.
R. Participation in people-to-people exchange programs.
S. Person-to-person contacts with official and unofficial representatives of other countries.
T. Participation in community programs with a global orientation.

IMPROVING THE TEACHING OF WORLD AFFAIRS
THE GLENS FALLS STORY

A K-12 world affairs structional program which had for its goals, the following:

Have each pupil develop:

(1) an increasing understanding of other peoples;

(2) a growing appreciation of different cultures;

(3) attitudes of respect for other such as are desired for ourselves;

(4) a sense of responsibility as to his personal role of his country in a world of nations; and,

(5) an awareness of the realities of international problems.

SOURCE: Harold M. Long and Robert N. King, Improving the Teaching of World Affairs, The Glens Falls Story(Washington, D.C.: National Council for the Social Studies, 1964), p.23.

THE DEVELOPMENT OF AN UNDERSTANDING OF A GLOBAL SOCIETY

I. Implies developing students' understanding of the planet earth viewed as one planet among many entities in the larger cosmic system.

A. The relative location and cosmological status of the earth in the cosmic system.
B. The cosmological and geological histories of the planet.
C. Major features and characteristics of the planet's contemporary geology and geography with special emphasis upon the apparent influence of the biosphere on the biological evolution and cultural development of the human species.
D. World-wide contemporary problems in man-biosphere interrelations,e.g., water and air pollution, natural resources depletion, weather control, etc.

II. Implies developing students' understanding of mankind viewed as one species of life among many forms of life.

A. Mankind's biological and psychic unit(i.e., common needs at the level of man as biological and personality systems).
B. Basic human behaviors and socioculturally organized activities, with particular emphasis upon developing their understanding of differences and changes in individual behaviors, in cultural systems.
C. A comparative examination of the human species where the objects of comparison are other animals and imagined forms of life elsewhere in the universe as portrayed, for example, in some of our better science fiction.
D. Major events or transformation in the evolution and cultural development of the human species.

III. Implies developing students' understanding of the international social system viewed as one system among many social systems in which they participate and through which human values such as wealth, health, power, safety, respect and enlightenment are created and allocated.

A. Implies developing an understanding of the kinds of phenomena summarized in the following generalizations about global society.

1. A politically uncentralized or stateless society currently comprised of more than a hundred territorial states and many kinds of cross-national organizations.
2. A racially diverse society with a majority of its population being non-white.
3. A multi-lingual society.
4. A religiously diverse society with a majority of its population being non-Christian and non-Jewish.
5. A culturally diverse society.
6. An institutionally diverse society.
7. In general an economically depressed society, but with vast disparities in the distribution of human values.
8. An increasingly interdependent society.
9. An increasingly violent society.
10. A rapidly growing society.
11. An increasingly urbanized society.
12. An increasingly mechanized society.

B. Implies developing students' understanding of major social processes within global society. These include:

1. Intergroup conflict and conflict resolutions (e.g., interracial conflict, interreligious conflict, and international conflict).
2. Intergroup collaboration, particularly modes and forms of international collaboration.
3. Intergroup violence.
4. International trade, foreign aid, and foreign investment.
5. International migration.
6. International communication.
7. The formation of in-group, out-group attitudes and images.
8. Foreign policy decision making
9. Cultural differences and diffusion.
10. Economic and political development (modernization).

C. Implies developing students' understanding of major international social problems. These include:

1. The control of intergroup violence and the peaceful resolution of conflict.
2. The control of population growth.
3. Increasing the wealth, education, health and power (capacity to participate in or influence social decisions that affect one's life), of the developing two-thirds of global society.
4. Limiting or reducing the social and psychological change, and the development of large-scale, highly bureaucratized social organizations, both private and public.
5. Limiting and controlling the further deterioration in the human environment in the biosphere - that thin layer of earth, water and air that supports all life.

SOURCE: Lee Anderson, "An Examination of the Structure and Objectives of International Education," Social Education, November 1968, No. 7, p.646, as cited by Edith W. King in The World: Context for Teaching in the Elementary School (Dubuque, Iowa: Wm. C. Brown Publishers, 1971), p.154-5.

AIMS OF THE SOCIAL STUDIES CURRICULUM

I. Should develop students' worldmindedness

In a general sense "worldmindedness" would seem to refer to a generalized ability to see the world as a whole and hense to see one's own position in time and space from the perspective of the world system as a whole. The cultivation of an ability to adopt such a world-centered perspective would seem to imply developing within a students a capacity to:

A. Partially transcend ethnocentrism by being able to view or perceive the world from a global perspective: to see ourselves, our nation, and our species as they might be seen by an observer in outer space.
B. Partially transcend enthnocentrism by being able to perceive sympathetically the actions of others and to understand emphatically human institutions, cultural beliefs, perceptions, and life situations different from one's own.
C. Perceive commonalities in the basic needs of culturally diverse individuals, similarities in the functioning of structurally different social institutions and analogies or parallels in the historical experience of different societies or groups.
D. Experience multiple loyalties; to define oneself as a responsible member of many kinds of human groups.

II. Should develop the capacity of students to consume discriminately and process critically information about their world environment. This would seem to imply developing within students a capacity to:

A. Think conceptually and comparatively about different objects within the world environment, e.g. about different societies, about historical and current events, about social processes such as conflict and cooperation, etc.
B. Formulate and test hypotheses and theories and concern about international phenomena using the methods and skills associated with historical scholarship and social scientific inquiry.
C. Analyze normative arguments or value claims and make the values underlying one's own judgments explicit.
D. Critically analyze and judge the actions or decisions of organized groups in international society and especially the foreign policy decisions of one's own government.
E. Discriminately consume and critically evaluate information about international developments coming from mass media and interpersonal communications.
F. Emotionally tolerate ambiguous and conflicting information.

III. Should develop the capacity of students intellectually and emotionally to cope with continuous change and marked diversity in their world environment. This would seem to imply developing within students a capacity:

A. To perceive diversity and change as a natural or inevitable feature of the human condition and to be able to consider many changes and a great deal of human diversity to be both socially desireable and personally "fun to live with."

B. To judge differences between and change within social institutions in terms of criteria derived from the premise that social institutions exist in order to satisfy human needs and hense are to be judged in terms of how well needs are satisfied or how poorly they succeed in satisfying these needs.

C. For continuous learning and for independent study outside of the classroom and beyond the years of formal education.

IV. Should develop the capacity of students to accept and constructively cope with "the realities of the human condition." Undoubtedly this implies many things, but clearly included are a capacity to:

A. Constructively live with continuing hostility and conflict within the world community.

(It was once widely believed that increased human contact would lead to increased human understanding and increased human understanding , in turn, would lead to reduced human conflict. One suspects that this bit of "peace theory" might have been first derived from personal observations of the relationships within families and among individuals; but when applied to the human family as a whole and the newly acquired intimacy of spaceship earth, it doesn't necessarily hold true.)

B. Accept limited and perhaps relatively decreasing national power.

C. Accept the moral and policy implications of mankind's growing interdependence; for example, to recognize that vast inequalities in the distribution of such human values as wealth, health, education, and respect are incapable of moral justification, and to accept the necessity for social polity aimed at reducing the gap between the rich and the poor both within and among nations.

SOURCE: Lee Anderson, "An Examination of the Structure and Objectives of International Education," Social Education, November, 1968, No. 7, p.647, as cited by Edith W. King in The World:Context for Teaching in the Elementary School(Dubuque, Iowa: Wm. C. Brown Publishers, 1971), p. 156-7.

CITY OF NEW YORK
TYPOLOGY FOR RECOGNIZING WORLD HERITAGE

GRADES	THEME
1 - 2	All people of world are very much alike even though some dress differently and speak other languages.
3 - 4	Peoples' surroundings and history shape their different ways of living.
5 - 6	Under and respect differences(U.S. lives in peace with neighboring countries that have widely different ways of living).
7 - 8 - 9	Various people living in USA have retained some of their traditional customs and values. Differences among people of the world are reflected in a rich variety of languages, customs, arts and religions. Better relations throughout the world can be achieved when we recognize and understand the cultural differences.
10 - 11 - 12	Differences among people today have been shaped by historical forces such as the industrial revolution, imperialism and nationalism.

SOURCE: Anna L. Rose Hawkes, The World in Their Hands(West Lafayette, Indiana: Kappa Delta Pi Press, 1966), p. 25.

CHARACTERISTICS OF A NEW APPROACH TO GLOBAL EDUCATION

1. Global Education should involve all areas of the elementary curriculum.

2. Global education should capitalize on the local community as a laboratory for studying international concerns.

3. Global education should look beyond the schools to other institutions as potential arenas of international learning for children.

4. Global education should involve learning for something rather than about something.

5. Global education should be infused throughout elementary teacher education programs.

SOURCE: M. Eugene Gillion and Richard C. Remy, "Needed: A New Approach to Global Education," Social Education, October, 1978, p. 499-502

WHAT SHOULD A SCHOOL CURRICULUM WHICH TRIES TO DEVELOP A GLOBAL PERSPECTIVE ACCOMPLISH?

...A project co-sponsored by the Kettering Foundation and the North Central Assocation offers guidelines for using education for a global perspective as a means of achieving schoolwide curriculum improvement. Learning goals are listed under four broad areas of understanding or themes. The themes - plus sample goals - are:

1. Valuing diversity

   Sample goal: Becoming aware that to know alternative viewpoints is to expand one's repertoire of choices.

2. Understanding the world as an interdependent system.

   Sample goal: Understanding that actions often lead to consequences which ramify over time.

3. Developing effective working relationships with others.

   Sample goal: Withholding judgment until gaining enough evidence to make one.

4. Understanding prevailing world conditions, the process of change, and emerging trends.

   Sample goal: Identifying and understanding the kinds of forces that cause social, political, economic, technological, and environment changes.

SOURCE: North Central Association and the Charles F. Kettering Foundation, School Improvement Through Global Educatioon: Implementation Guide / cited in Education for a World in Change: A Report by David C. King, Intercom, No. 96/97, February, 1980, p.56.

VII.

TEACHING CULTURE IN THE CLASSROOM

INTERCULTURAL EDUCATION

A new theory of intercultural education proposes the simple thesis that each human being ought to be introduced simultaneously to two cultures: the one of which he is a part because he was born into a certain cultural groups - for instance, in China rather than in Latin America or Africa - the other of which he is part because he is a member of the human race.

The basic thesis presented here, namely that the modern world demands that each person should come to know two cultures - his own and the comprehensive human culture to which his own is directly related - is deceptively direct. This idea is, in act, both revolutionary and far-reaching in its implications. There are immense theoritical and practical difficulties, and the work to be done would involve the effort and intelligence of all of the world's educators. There does not appear to be, however, any acceptable alternative.(p.3)

* * *

Intercultural education is the process by which one looks beyond his own culture and attempts to understand and appreciate how persons of other cultures interpret the life of man and the things of nature and why they view them as they do. The worlds transcultural or cross-cultural education are also sometimes used. Although the emphasis may be slightly different, in general these terms and intercultural education are interchangeable. (p.13)

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Intercultural education is concerned with understanding the modes of thinking of the different cultures and seeks even further to clarify why different modes of thinking exist.(p.45)

Intercultural education highlights and stresses developmental thinking, and the intercultural person comes to think developmentally with a consistency and force which the one-culture person finds hard to comprehend. (p.47)

A third mode of thinking, which intercultural education emphasizes and which the universal person habitually manifests, is projective thinking, so called because it is mainly concerned about the future.(p.51)

SOURCE: John E. Walsh, Intercultural Education in the Community of Man (honolulu: The University Press of Hawaii, 1973)

Global Education/Multicultural Education Instruction
Rick L. Hamblin

A TRANSCULTURAL EDUCATION RATIONALE

Traditional (curriculum) models emphasize transmitting the culture of the past; essentially, such education becomes a series of panned exercises in the organized knowledge of the past. Education models should reflect the present and should project the future supported by studies of the past.(p.1)

The term "transcultural" refers to the individual's opportunity and ability to select characteristics from one or more cultures to design and develop one's own individuality. This definition clearly establishes the intent of the rationale: to enhance individualism through the education process of syncretizing cultural options.(p.2)

Cultural syncretism encourages reconciliation of two or more cultural systems. This process is not the same as the "melting" of cultures into a single culture; rather, it requires a base in one's own private culture for interpretation of characteristics from other culture systems. Syncretism encourages individuality and personal identity.(p.2)

The transcultural perspective...is a recognition that all individuals have the freedom and right to honor both their own and other cultures in order to design the individuals they wish to become. .The transcultural concept, built in the inherent value of diverse cultural experience, maintains that cultural awareness can result only from person awareness.(p.5)

The essential characteristics of a transcultural characteristic of a transcultural education model is that the program ensures respect for the individual's dignity, beliefs and capabilities, thus assuring meaningful interaction with others while maintaining a feeling for the paramount importance of the environment in which the individual lives. (p.6)

SOURCE: Rick L. Hamblin, "A Transcultural Education Rationale," in Cultural Issues in Education, prepared by the National Multilingual-Multicultural Materials Development Center(Los Angeles: National Dissemination and Assessment Center, 1978), pp. 1-10

GOALS OF TRANSCULTURAL EDUCATION

Transcultural education should:

(1) promote better understanding and appreciation rather than mere tolerance of other cultures;

(2) facilitate the development of the individual's ability to function in multicultural contexts;

(3) help the members of minority cultures construct unique private cultures of their own by combining the elements of various cultures in terms of what is meaningful to their personal identity, aspirations and social reality; and,

(4) encourage open-minded exploration of alternative and non-traditional life styles and should cultivate critical evaluation of already established cultural patterns.

CROSS-CULTURAL APPROACHES AND SKILLS

1. INFORMATION SOURCE DEVELOPMENT. The ability to use many information sources within a social or cultural environment. The student should work to develop information gathering skills such as observing, questioning the people one meets, and listening carefully.

2. CULTURAL UNDERSTANDING. Awareness and understanding of values, feelings and attitudes of people in another culture, and the ways in which these influence behavior. Or, reversing it, observation of behaviors and defining the values and attitudes which undergird the behaviors.

3. INTERPERSONAL COMMUNICATION. Listening well, speaking clearly, and also paying attention to the expression of non-verbal communication, such as the messages delivered through physical movements, eyes, facial expressions, and the whole range of meanings developed through face to face encounter.

4. COMMITMENT TO PERSONS AND RELATIONSHIPS. The ability to become involved deeply with people, beyond superficial relationships, giving and inspiring trust and confidence, establishing a basis for mutual liking and respect, caring enough for them and acting in ways which are both truthful for you and sensitive toward the feelings of others.

5. DECISION MAKING. The ability to come to conclusions, based on your assessment of the information available, and to take action. This might also be called problem solving, which includes learning to be explicit about the problem, work out steps to a solution, and generating alternatives. In the cross-cultural situation it is import to be able to identify what is at issue, the dimensions of the problem, and alternatives which are personally acceptable and culturally acceptable as well.

6. SELF-UNDERSTANDING. Awareness of and insight into your own learning processes, strengths, weaknesses, successes, failures, biases, values, goals, and emotions. Consciousness of self, the way you are, you own opennes to looking honestly at yourself. This is particularly important in conflict situations where conflict might exist, in your tolerance for ambiguity and change, for example, or demands made on you from outside yourself; your capacity to deal with criticism or hostility, to hear what other people are telling you, balancing that with what you tell yourself.

7. SELF-RELIANCE. Independence, resiliency, autonomy, willingness to accept responsibility for one's own actions, behavior and education. Your receptiveness to new experiences and ideas, confidence in yourself, and the ability to function independently.

SOURCE: Donald Batchelder, "Developing Cross-cultural Learning Skills," in Beyond Experience/The Experiential Approach to Cross-cultural Education, eds. Donald Batchelder and Elizabeth G. Warner(Brattleboro, Vermont: The Experiment Press, 1977), pp.148-9.

EFFECTIVENESS IN A MULTICULTURAL ENVIRONMENT

The following skills have been identified by Ruben as being associated with effectiveness in a multicultural environment in transferring knowledge. We shall refer to these skills as abilities. Most of these are common sense but often not demonstrated by multinational managers or supervisors of minority employees in one's own culture.

1. Respect
2. Tolerating ambiguity
3. Relating to people
4. Being Nonjudgemental
5. Personalizing One's Observations
6. Empathy
7. Persistence

(Harris & Moran explain each one of these abilities)

SOURCE: Philip R. Harris and Robert T. Moran, Managing Cultural Differences (Houston: Gulf Publishing Company, 1979), p.52-53.

GOALS OF CROSS-CULTURAL EDUCATION (CROSS-CULTURAL EFFECTIVENESS)

1. Improve awareness of customs and interpersonal skills, including techniques for dealing with culture shock phenomena.

2. Help the student develop basic communication skills by teaching key phrases in the foreign language and teaching techniques for speaking through interpreters.

3. Impart knowledge about the foreign culture, complete with practical skills and know-how needed to get along satisfactorialy in the culture.

4. Attempt to impart senstivity to others, reducing prejudice and inducing respect, even toward those foreign cultural values and practices that make little sense to the student.

5. Attempt to induce enthusiasm for the job.

6. Provide opportunities to maintain skills during periods of absence from other cultures.

7. Above all, emphasize honest in relations with others.

SOURCE: R.W. Brislin and P. Pedersen, Cross-cultural Orientation Programs(New York: Gardner Press, 1976), p. 3-4) as cited in Overview of Intercultural Education, Training and Research, Vol. I, Theory, eds. David S. Hoopes, Paul B. Pedersen, and George W. Renwick(LaGrange Park, Ill.: Intercultural Network, Inc., 1977), p. 95.

SEVEN GOALS OF CULTURAL INSTRUCTION

1. The student should demonstrate an understanding that people act the way they do because they are using options the society allows for satisfying physical and psychological needs.

2. The student should demonstrate an understanding that such social variables as age, sex, social class, and place of residence affect the way people speak and behave.

3. The student should indicate ability to demonstrate how people conventionally act in the most common mundane and crisis situations in the target culture.

4. The student should indicate an awareness that culturally conditioned images are associated with even the most common target words and phrases(develop the skills "to think like a native.")

5. The student should demonstrate the ability to evaluate the relative strength of a generality concerning the target culture in terms of the amount of evidence substantiatting the statement.

6. The student should show that he has developed the skills to locate and organize information about the target culture from the library, the mass media, people and personable observation.

7. The student should demonstrate intellectual curiosity about the target culture and empathy toward its people.

SOURCE: H. Ned Seelye, Teaching Culture/Strategies for Foreign Language Educators(Skokie, Ill.: National Textbook Company, 1974), pp.38-48

Global Education/Cross-cultural Instruction
H. Ned Seelye

TEACHING CULTURE

THE IMPORTANCE OF LEARNING ABOUT CULTURE

An understanding of the way of life of a foreign people is important to survival in a world of conflicting value system, where the boundaries that formerly isolated and protected man from alien ideas have been eroded by advances in the technology of communication or struck down by the angry clamor of the downtrodden in their search for a better life. His is one to liberate one's ideas from the stagnant recesses of ethnocentrism, from what Francis Bacon called the "fallacy of the tribe," if not through culture?(p.12)

WHY PEOPLE BEHAIVE/ACT AS THEY DO?

People act the way they do to satisfy universal physical and psychological needs.

Each culture imposes needs upon its members to some extent through societal values that require a person to behave in a given way in given situations... While physical and psychological needs are universal, the individual aspirations that give direction to these needs arise ouf of the basic values of a particular culture.

Different societies not only satisfy universal needs through patterns that may be unique to that socity, but the priority with which they rank a need might differ substantially from one society to another.

Each culture offers its people a number of options for satisfying any particular human need...Much of the individuality of a person's actions is the result of the relatively set of options he has chosen to satisfy his needs.

If we do what we do because of our values and if values are widely shared within a culture but disparate among cultures, knowledge of the few basic tenets of a culture should greatly aid one in predicting the behavior of that culture-bearer.
(above excerpts, from pp. 25-28)

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CROSS-CULTURAL TEACHING OBJECTIVES

There are three initial steps to be taken in teaching cultural concepts:

(1) ...the teacher must identify the skills involved in cross-cultural communication and understanding(see "Seven Goals of Cultural Instruction")

(2) ...writing end-of-course student performance objectives that are goal related.

A performance objective should provide answers to four questions:
(a) why teach a given aspect of the culture?
(b) what should the stend be able to do or say when he's learned the specific aspect(terminal behavior)?
(c) what are the circumstances underwhich the student will be expected to do or shay what he has learned(conditions)?
(d) how well does the student have to perform under the stated conditions(criterion of acceptable performance)?

(3) ...provide the necessary experience either in class or as out-of-class experiences.

TECHNIQUES FOR CROSS-CULTURAL LEARNING:

1. Creating empathy through literature
2. Cultural mini-dramas
3. Cultural assimilators
4. Cultural capsules
5. Cultural clusters
6. General cultural hypothesis via mini-media units
7. Finding information
8. Topical Performance objectives
9. Interviewing informants

(Seely discusses each of these in detail, pp.88-139)

SOURCE: H. Ned Seelye, Teaching Culture/Strategies for Foreign Language Educators (Skokie, Ill.: National Textbook Company, 1974)

TEACHING CULTURE: STRATEGIES AND TECHNIQUES

SELECTING CULTURAL GOALS

Because culture can be defined so broadly, it is often difficult for teachers to select those aspects that should be included in the curriculum at various levels of instruction. The choices range from supplying students with clearly identifiable cognitive facts about a culture to bringing about very subtle affective changes in their desire or ability to value people who think, dress, or act differently from themselves. As a guide toward better understanding and evaluation of the choices available, a set of twelve different cultural goals is listed below.

1. To recognize and/or interpret major geographical features of the target country (or countries).
2. To recognize and/or interpret major historical events pertaining to the target country.
3. To recognize and/or interpret major aesthetic monuments of the target culture, including architecture, literature, and the arts.
4. To recognize and/or interpret active everyday cultural patterns(e.g., eating, shopping, greeting people).
5. To recognize and/or interpret passive everyday cultural patterns(e.g., marriage customs education, politics).
6. To act appropriately in everyday situations.
7. To use appropriate common gestures.
8. To evaluate the validity of generalizations about foreign cultures.
9. To develop skills needed to research (i.e., locate and organize information about) culture.
10. To value different peoples and societies.
11. To recognize and/or interpret the culture of foreign language-related ethnic groups in the United States (e.g., Latinos, Franco-Americans).
12. To recognize and/or interest the cultural of additional countries that speak the foreign language(e.g., Canada, Haiti, Chile, Nicargua).

(p.1 & p. 2)

* * *

PACKAGED TECHNIQUES FOR TEACHING CULTURE

Culture Capsule

Orginally developed by Taylor and Sorenson, the culture capsule was designed to to explain a specific cultural difference between an American and foreign custom. Using a variety of visual aid and realia, the teacher provides a brief oral explanation of the foreign custom and contrasts it with a related American custom. This is followed by a series of content-related questions and appropriate student activities.(p.3)

Cultural Assimilator

Based on modified programming and critical incident techniques, cultural assimilators provide an excellent self-help instructional source for learning cultural concepts. Each episode consists of an incident(presented in narrative or dialogue formate) in which an American comes face to face with a conflict in the target culture. After

reading the episode, students select one of four possible explanations. Each choice is accompanied by appropriate feedback. The reader sohould note that even the feedback for the wrong chice provides interest cultural information.(p.6)

Cultural Minidrama

Using critical incident techniques similar to the cultural assimilator, the minidrama present an example of a miscommunication in the form of dramatization. This is followed by teacher-led discussion to help students discover the cause of the miscommunication. Minidramas provide an excellent opportunity for student participation not only through the attempt to solve the problem but also through staging the dramatization. (p.8)

Learning Activity Packages

Originally designed as self-instructional units for individualized programs, learning activity packages are by no means limited to the teaching of culture. However, they can be developed easily to teach culture in both traditional and individualized programs.. .. Each learning activity package usually consists of a set of instructions for teachers and students, a set of objectives, a pre-test, several learning activities, self-tests, and a post-test.(p.9)

SOURCE: Robert C. Lafayette, Language in Education: Theory and Practice/11. Teaching Culture: Stratgies and Techniques(Arlington, Virginia: Center for Applied Linguistics, 1978)

CHARACTERISTICS OF CULTURE

Because culture gives a people identity, how can we identify those aspects of it that make a people so distinct? One way is by studying the group in terms of certain categories.

- o Communication and language
- o Dress and appearance
- o Food and feeding habits
- o Time and time consciousness
- o Rewards and recognition
- o Relationships
- o Values and norms
- o Sense of self and space
- o Mental process and learning
- o Beliefs and attitudes

SYSTEMS APPROACH TO CULTURE

- o kinship system
- o educational system
- o economic system
- o political system
- o religious system
- o association system
- o health system
- o recreational system

Global Education/Cross-Cultural Education
Muriel Saville-Troike

QUESTIONS TO ASK ABOUT CULTURE

Saville-Troike identifies 20 different categories for which questions should be asked regarding a particular culture. Each of the categories is followed by a listing of questions. below is only the list of categories.

1. General
2. Family
3. The Life Cycle
4. Roles
5. Interpersonal relationships
6. Communication
7. Decorum and Discipline
8. Religion
9. Health and Hygiene
10. Food
11. Dress and Personal Appearance
12. History and Traditions
13. Holidays and Celebrations
14. Education
15. Work and Play
16. Time and Space
17. Natural Phenomena
18. Pets and Other Animals
19. Art and Music
20. Expectations and Aspirations

SOURCE: Murille Saville-Troike, A Guide to Culture in the Classroom(Rosslyn Virginia: National Clearinghous for Bilingual Education, 1978), p. 19 - p. 34